THE EFFECT OF HYBRID LEARNING METHOD ON TEACHER COLLEGE STUDENTS' READING SKILL

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Abstract: The Effect Of Hybrid Learning Method on Teacher College Students' Reading Skill. The aims of this study is to find the effect of hybrid online learning in English course, especially on the teacher college students' reading skills. The experimental pretest – postest control group design method was used, where the sample of this research was taken by using cluster random sampling method. This research was focusing on teacher college students who enrolled in an Integrated English course, which divided into nine classes with total of 311 students. The selected sample consists of two classes; each class has 35 students. The experimental class was conducted using a hybrid online learning method and the control class was conducted in a conventional way. The average pretest result for the experimental class was 35.50 and 36.07 for the control class. Based on the pretest t-test result, it was known that the reading skills of the two classes was not significantly different, but after the hybrid online learning was conducted and the t-test resulted on the very significant gap between the experimental class and the control class, where the average test result was 75.07 and 65.29, consecutively. Thus, the application of hybrid online learning method was affected the reading skills of the teacher college students.

Keywords: Reading skills, hybrid online learning, English, language, course

Abstrak: Pengaruh Metode Pembelajaran Hibrid pada Keterampilan Membaca Siswa Sekolah Guru. Tujuan dari penelitian ini adalah untuk menemukan pengaruh pembelajaran online hybrid dalam kursus bahasa Inggris, terutama pada kemampuan membaca siswa guru. Metode desain eksperimen pretest-postest control group digunakan, dimana sampel penelitian ini diambil dengan menggunakan metode cluster random sampling. Penelitian ini berfokus pada siswa perguruan tinggi guru yang mendaftar dalam kursus Bahasa Inggris Terpadu, yang dibagi menjadi sembilan kelas dengan total 311 siswa. Sampel yang dipilih terdiri dari dua kelas; setiap kelas memiliki 35 siswa. Kelas eksperimen dilakukan dengan menggunakan metode pembelajaran online hybrid dan kelas kontrol dilakukan dengan cara konvensional. Hasil pretest rata-rata untuk kelas eksperimen adalah 35,50 dan 36,07 untuk kelas kontrol. Berdasarkan hasil uji-t pretest, diketahui bahwa keterampilan membaca kedua kelas tidak berbeda nyata, tetapi setelah pembelajaran online hybrid dilakukan dan uji-t menghasilkan kesenjangan yang sangat signifikan antara kelas eksperimen dan kelas. kelas kontrol, di mana hasil tes rata-rata adalah 75,07 dan 65,29, berturut-turut. Dengan demikian, penerapan metode pembelajaran online hybrid mempengaruhi keterampilan membaca para siswa.

Kata Kunci : Keterampilan membaca, Pembelajaran *online hybrid*, Bahasa Inggris, bahasa, kursus

INTRODUCTION

Language is a communication tool, in both oral and written manners. By communicating, we able to understand, to comprehend, to deliver information, thoughts, and ideas. Moreover, we are able to create and make a huge progress on sciences, technologies, and cultures.

English is one of the most known language in the world and acknowledge as the universal language by so many nations. Harmer (2001) said that English is world-wide language which used in

any aspect of life, such as art, science, anthropology, and social sciences. International businesses and diplomatic relations happened to used English as well. Crystal (2000) said that English is a global language which used all over nations in the world. Thus, understanding English comprehensively become an essential needs in this globalization era.

Indonesia as one of developing country has so many potentials and opportunities to grow up economically and socially. To compete with the other developing countries world-wide, Indonesians have to possess English competency skills. This because most text books and sources are in English, especially nowadays, most information and education content are openly shared on the Internet and they are delivered in English. Consequently, English is significantly needed, and especially in education context, English is used as collaboration tool to enhance knowledge, science, and technology.

English language course is delivered early on the education level in Indonesia. The students started to get the English course on the elementary school. Thus, we need to prepare the next English elementary school teachers with some comprehensive skills, they are reading, writing, listening, and speaking.

In learning English, reading aims to enable students to understand various meanings in written text. Speaking aims to have students the ability to express various meanings through various oral texts, text structures, and certain linguistics. The writing aims to enable students to express various meanings of written texts that have communicative goals. Listening aims for students to be able to understand various meanings (between individuals, opinions, textbooks) various oral texts that have communicative goals, text structures, and certain linguistics.

Prospective elementary school students need teaching skills in the classroom so they are required to have English language skills so that they are equipped with Integrated English English courses. One of the goals of giving this lecture is to give students English language knowledge and skills, both reading, listening, writing, and speaking. This is so that they can master good English and be able to use English for Instruction.

The importance of English language skills, not in accordance with the field. Based on the experience of researchers in teaching English to PGSD students, especially in Integrated English courses, students generally have difficulty in reading, listening, writing, and speaking even though these four things are skills that must be mastered (Simbolon, 2014). Each student is required to have these skills as a graduation requirement needed for graduation and continuation to the next level of education. To train students to learn English, especially those related to English reading skills, one of the alternative learning media that can be used is based on Information and Communication of Technology (ICT). ICT used in this study is Modular Object-Oriented Dynamic Learning Environment (Moodle) using the hybrid online method. Moodle is a web-based platform. Moodle is an online learning platform that brings many benefits to the education system and the people involved. Educators and learners can enjoy the teaching-learning process by using the features provided in Moodle. Many studies on how Moodle improves

the quality of the education system (Sari, et al., 2017) using online hybrid learning. The hybrid learning model is a learning that combines offline and online learning and optimizes the benefits of both methods.

Reading skills are very important in human life. Reading skills can be developed through formal education, namely school, which starts from elementary school to college. Reading is the basis for understanding various fields of study. Likewise in English, to understand it requires good reading skills, one cannot understand what other people mean in his writing. Learning English is one of the courses that are considered difficult by students so that their learning outcomes are low. Students assume English is not a mother tongue or a national language that is used everyday, this causes boredom. This condition has implications for the low level of student mastery of English learning material. Based on observations made, lecturers more often use conventional learning approaches, the teacher-centered approach is not a student-centered approach. Students do not get the opportunity to practice the knowledge acquired, so that students have difficulty applying it correctly. Lecturers often practice classically rather than individually.

Other causes of low student learning outcomes in terms of reading English because students who enter college come from very different backgrounds. As one of the main elements in teaching, students set foot in college with English skills that are very different from one another. Those who study in high school equipped with facilities, facilities, human resources and adequate methods tend to have better reading comprehension. Other causes of

low reading skills are because students consider English very difficult to learn because there are differences in writing and reading, there are intonations, different pronunciation, so they are less interested and less motivated to learn English.

The motivation behind this student also seems diverse. There were those who, while studying English at high school, realized very closely the relationship between mastery reading and the development of science. It is not uncommon for some of them who see English as a difficult subject and tend to move away from it. Some students are not wise to realize that even though they will pursue disciplines outside of English they cannot escape the need to read English-language books in order to improve and develop this knowledge. What is very difficult to understand is the view that English is not the official language used and completing studies in college can be done without having to read English books. In short, students as one of the main elements in teaching is one of the backgrounds of the success or failure of reading text books in college.

One form of innovation that can be done to improve the quality of the implementation of English Language courses especially in English reading skills by applying ICT-based learning in the form of Moodle by using hybrid online lectures. Hybrid online lecture is a term for lecture models that integrate face-to-face learning with the advantages of e-learning learning using internet media (Vaughan & Garrison, 2008). This type of lecture model is often referred to as the blended learning model. In excess online hybrid models e-learning is used to cover up the shortcomings that occur in face-to-face traditional learning. Online hybrid

lectures can be used to give assignments, carry out tests, informal assessments, manage college journals, and add supporting media to lectures.

METHOD

This research was conducted at one of the universities in Medan in the even semester of Academic Year 2018/2019. The study population included all teacher college (PGSD) students who contracted English courses in the second semester consisting of nine classes and the number of students as many as 311 people. The sampling technique is cluster random sampling.

This type of research is quasi experiment. The sample is divided into two classes, namely one experimental class and the control class. The experimental class is taught in hybrid online while the control class is conventional learning. The research design in the form of two group pretest and post-test as shown in Table.

Table Research Design *Two Group Pre test – Post test*

Class	Pretest	Treatment	Post-test
Experiment	X_{1A}	T	X_{2A}
Control	X_{1B}	O	X_{2B}

Source: Sugiyono, 2013

Description:
X_{1A} = Pretest for the experimental class
X_{1B} = Pretest for the control class
X_{2A} = post-test for the experimental class
X_{2B} = post-test for the control class
T = online hybrid learning treatment
O = conventional learning treatment

The experimental class uses ICT-based learning in the form of moodle using the hybrid online method. After lecturers deliver each topic to face-to-face lectures in class, students can access Moodle (www.integrated-english.education) using their account. Students can study each topic which is divided into four parts and each section has exercises, assignments, and quizzes. Students can repeat the exercise or assignment and evaluate what they learned. They can also monitor the progress of their learning.

The data collection technique was carried out by using multiple-choice reading skills test instruments totaling 40 items. The aspects measured in reading indicators in this study are answering questions about the meaning of words according to their use in reading texts; answer questions about things explicitly contained in the reading text; able to answer questions that require an understanding of organizing text and relationships between text content; answer questions about the intent, attitude, and mood of the writer; and answer questions about things implicitly contained in the text.

Analysis of the data used uses a different test (t-test), provided that the data is normal and homogeneous. The effectiveness of applying hybrid online learning in improving reading skills in English is determined based on the normalized gain score (N-gain). According to Stewart & Stewart (2010), the high and low N-gain can be classified as shown in Table.

Table N-gain Reading Skills Improvement Criteria

Value gain for reading skills	Interpretation
$0,7 < g < 1$	high
$0,3 \leq g \leq 0,7$	medium
$0 < g < 0,3$	low

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DISCUSSION

Result. The Pretest of reading skills was carried out in each experimental class and the control class aimed to determine the initial ability of both samples before being treated. The experimental class was treated with online hybrid learning and the control class using conventional learning. After the pretest was conducted, online hybrid learning was carried out in the experimental class and conventional learning in the control class, and then posttest was given. Post-test were conducted to see the effect of applying hybrid and online learning to English reading skills in both classes.

The pretest and post-test data of the two classes are shown in Table and Figure. The percentage increase in N-gain reading skills is shown in Figure.

Table Average Reading Skills Pretest Result for Both Classes

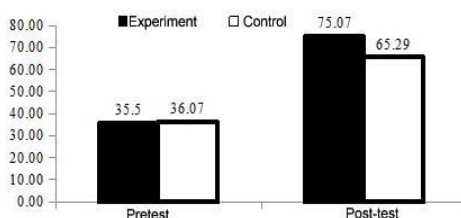| Class	Experiment	Control
Pretest	35,50	36,07
Post-test	75,07	65,29
% N-gain	61	46
Category	Medium	Medium

Figure 1. Average Pretest and Post-test Result on Experiment and Control Class

Based on Table and Figure it can be seen that the average value of reading skills at pretest is almost the same and the post-test average of the two classes is different. Based on Figure 2, N-gain reading class experimental skills amounted to 61%, in the medium category and control class 46%, in the medium category. It can be concluded that by applying hybrid learning online student reading skills are better when compared to conventional learning.
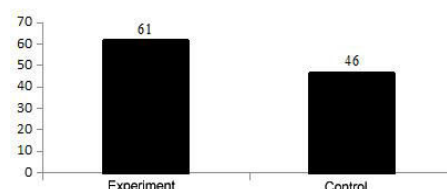

Figure N-gain Increase Percentage of Experiment and Control Classes

Analysis of Pretest and post-test data used a different test (t-test) provided that the data were normally distributed and homogeneous. Data normality test using Lilliefors test and data homogeneity test using variance test. Calculation of normality, homogeneity and different test using SPSS. The results of the tests for normality, homogeneity, and different tests are shown in Table 4.

Table The Test Results of Normality, Homogeneity, and Different Two Average Reading Skills Achieved by the Two Groups

Experiment and Control Class	Pretest	Post-test
Kolmogorof-Smirnov Z a symp.sign.(2-tailed)	0,22 (normal)	0,298 (normal)
Levene Test for Equality of Variance	0,353 (homogen)	0,100 (homogen)
Sign.(2-tailed)	0,781	0,000
Description	There is no difference in reading skills.	There are differences in reading skills.

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Based on Table, it can be said, pretest and post-test data are normally distributed and homogeneous. Based on pretest data using a mean difference test with a different test, it can be concluded that students' initial ability in reading skills is the same. Based on post-test data it can be concluded that online hybrid learning has a significant influence on student reading skills. In other words, online hybrid learning is better than conventional learning.

Discussion.ICT based learning using hybrid online can have a significant influence on the results of student reading skills because online hybrid applications facilitate the teaching and learning process because it can be done anywhere and anytime. Technology enables students to more easily understand and develop understanding of material.

After lecturers deliver each topic in face-to-face lectures in class, students can access Moodle (www.integrated-english.education) using their account. Students can study each topic of each section having exercises, assignments, and quizzes. Students can repeat the exercise or assignment and evaluate what they are learning. They can also monitor the progress of their learning. E-learning enables the implementation of a learning process that does not require the presence of lecturers and students simultaneously in the same time and place. Learning that is not limited by space and time allows students to be able to learn to the greatest extent whenever and wherever according to their best conditions, whether physical or mental. With these optimal learning conditions, students are considered to be easier to absorb the learning material provided.

The use of ICT in the process of learning English plays an important role in giving innovation and motivation to students (Jayanthi & Kumar, 2016; Komariah, et al., 2014). Moodle helps educators through its features, such as quizzes, workshops, forums, assignments, and questionnaires (Domenico & Cohrs, 2016). Several types of assignments and quizzes can be assessed automatically so that the learning process becomes more efficient. For educators, it helps educators save time in examining students' assignments, and for students, it helps them learn from the feedback given directly when they are finished working on the task (Costa, et al., 2012).

Another aspect of Moodle that brings benefits to the education system is the concentration of learning material. Students can access all the material they need, anytime and anywhere, so it helps motivate them to keep learning and evaluate their progress, according to their own abilities (Damnjanovic, et al., 2015; Caputi & Garrido, 2015; Chen, et al., 2014; Lin et al., 2016).

The virtue of hybrid online learning compared to ordinary learning is in terms of flexibility and interactivity. Hybrid online is flexible, meaning that it allows learning material to be accessed anytime and from anywhere and can be enriched with various sources and diverse learning content. Besides that the material can also be updated quickly by the teacher. In terms of interactivity, hybrid online also enables the implementation of learning that facilitates all parties involved in it to interact widely.

Learning material developed promotes interaction in learning. This online lecture does not only provide static activities, namely activities that

are limited to downloading material and uploading tasks. Students are also directed to be able to interact both with lecturers, colleagues, or with learning materials. With these interactive activities, students are expected to gain experience in analyzing, observing, sharing and building their own knowledge. Interaction occurs between students and their environment. In this case students can learn independently to build their own knowledge, share knowledge with fellow colleagues, discuss, and respect differences of opinion as is usually the case in a community. Learning material developed promotes interaction in learning. This online lecture does not only provide static activities, namely activities that are limited to downloading material and uploading tasks. Students are also directed to be able to interact both with lecturers, colleagues, or with learning materials. With these interactive activities, students are expected to gain experience in analyzing, observing, sharing and building their own knowledge. Interaction occurs between students and their environment. In this case students can learn independently to build their own knowledge; share knowledge with fellow colleagues; discuss; also respect differences of opinion as is usually the case in a community.

In each activity, students are asked to read a text about a particular theme and they are expected to complete the tasks related to the text given. In general, these tasks aim to measure the ability of students to understand the text, both globally, in detail or selectively. In addition to activities in the form of reading comprehension exercises, students are also provided with discussion forums to discuss or discuss

certain themes in accordance with ongoing topics. With these activities, students are increasingly trained in their ability to read English.

CONCLUSION

The conclusion based on the results of this study is that applying ICT-based learning using hybrid online can have a significant influence on students' reading skills or in other words hybrid online learning is better than conventional learning in supporting the enhancement of English reading skills. The percentage increase in N-gain English reading skills is 61% in the medium category.

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